

THE IMPLEMENTATION OF RECIPROCAL TECHNIQUE IN NARRATIVE TEXT TO INCREASE THE STUDENTS' READING COMPREHENSION

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Abstract

This research is aimed to: 1) find out whether implementing RTT in narrative text can increase the students' reading comprehension achievement, and 2) find out the problems faced by the students in learning reading comprehension through RTT. The data were obtained from the pre-test and post-test and also from the observation and interview. The sample of this research was XI IPS 3 class. The result shows that the students' mean score of the pre-test is 45.67 and their mean score of the post-test is 64.64, in which their gain score is 18.96. Based on the observation and interview during the treatments, there were problems faced by the students in learning reading comprehension through RTT. It can be concluded that RTT can increase the students' reading comprehension in narrative text and the students have problems in applying the four main strategies of RTT.

Key words: Increase, Reading Comprehension, Reciprocal Technique

PENERAPAN TEKNIK RECIPROCAL DALAM TEKS NARASI UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA

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Abstrak

Penelitian ini bertujuan untuk: 1) mengetahui apakah penerapan RTT di teks narasi dapat meningkatkan peningkatan pemahaman membaca siswa, dan 2) mengetahui masalah-masalah yang dihadapi siswa selama pengajaran membaca melalui RTT. Data diperoleh dari pre-test dan post-test dan juga dari observasi dan wawancara. Obyek penelitian ini adalah kelas XI IPS. Hasil penelitian memperlihatkan bahwa nilai rata-rata pre-test siswa adalah 45.67 dan nilai rata-rata post-test mereka adalah 64.64, dimana peningkatan nilai mereka adalah 18.96. Berdasarkan observasi dan wawancara selama perlakuan, ada masalah-masalah yang dihadapi siswa dalam pengajaran pemahaman membaca melalui RTT. Ini dapat disimpulkan bahwa RTT dapat meningkatkan pemahaman membaca siswa dan siswa mempunyai masalah-masalah dalam penerapan empat strategi dari RTT.

Kata kunci: Meningkat, Pemahaman membaca, Teknik Reciprocal

INTRODUCTION

English is one of language that is used as tool for communication. It has become the international language and used to communicate between the nations of the world. In Indonesia, English is taught as a foreign language and the purpose of learning English is for communication (Yoosabai, 2009). As a foreign language, English is taught from elementary level, up to the university level. There are four main of language skills that should be mastered. They are listening, speaking, reading, and writing. Christian and Mary (1976) state that reading is the most important skill for most student of English through the world. By reading, the students will gain much information and knowledge that is beneficial to themselves.

There is one technique that might be increase the students' reading comprehension namely, Reciprocal Teaching Technique. Reciprocal Teaching Technicque is an instructional strategy based on teacher modeling and guiding practice and students practicing reading task by taking turns leading and conducting disscussion in small group in order to bring meaning to the text (Palinscar and Brown, 1984). In Reciprocal Teaching Technique, there are four systematic sections or strategies that students learn and practice in reading text– predicting, questioning, clarifying, and summarizing. It provides opportunities for students to learn to monitor their own learning and thinking, (Alverman and Pheleps, 1998).

Considering the explanation above, the researcher formulated the research problem: 1) Can Reciprocal Teaching Teachnique increase the students' reading

comprehension achievement in narrative text at the Second Grade of SMAN 1 Kalirejo? and 2) What problems do the students face in learning reading comprehension through Reciprocal Teaching Technique?

In relation to the research questions the objectives of this research are 1) to find out whether implementing Reciprocal Teaching Technique in narrative text can increase the students' reading comprehension achievement at the Second Grade of SMAN 1 Kalirejo and 2) to find out the problems faced by the students in learning reading comprehension through Reciprocal Teaching Technique.

The uses of this research are expected to verify the previous theory and to give contribution to the theory of teaching as a reference for the next researcher who will concentrate in increasing narrative text of the reading comprehension ability in learning English through Reciprocal Teaching Technique and can be used for English teacher that Reciprocal Teaching Technique can increase narrative text of the reading comprehension achievement in learning English.

In this research, the students are expected to be able to comprehend the following reading aspects: main idea, specific information, reference, inference and vocabulary. The text used was narrative text because it was learnt at the second of semester year students of senior high school and the students regard it as the most difficult text rather than report text. The text were taken from students' English textbook, students' task sheet and internet. The data were collected from the students in the Second Grade students of SMAN 1 Kalirejo as the subject of the research.

METHOD

This research was aimed at finding out whether RTT in narrative text can increase students' reading comprehension achievement. This research was conducted in one class as experimental class which was chosen purposively. The design can be illustrated as follows:

T1 X T2

Which:

X : Treatment (using RTT)

T1 : Pretests (before treatment)

T2 : Posttests (after treatment)

(Hatch and Farhady, 1982: 20 in Setiyadi, 2006: 131)

Besides, the observation and the interview were also conducted in this research to find out the problems faced by the students in learning reading comprehension through RTT, in which their answers were classified and generalized as the resource. The population of this research was the 2nd year students of SMAN 1 Kalirejo. This research was conducted purposively in XI IPS 3 as the subject of the research because based on the observation done by the researcher, the students in this class had mainly problem of reading comprehension relying on their reading quiz score.

In collecting the data, the research procedure used these following steps: 1) giving the Pre-test; 2) Giving the Post-test; and 3) conducting the Observation; 4) conducting the Interview. In constructing the research, the research procedure used these following steps: 1) determining the population and sample; 2) Determining the research instrument; 3) administering the try-out test; 4) administering the Pre-test; 5) conducting the Treatment; 6) administering the Post-

test; 7) conducting the Observation; 8) conducting the Interview; 9) analyzing the Result of the Test.

RESULT AND DISCUSSION

The result of the level of difficulty and discrimination power, it was found that 25 items were good and administrated for the pre-test and post-test. On the other side, 15 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power.

The computation by using *Pearson Product Moment formula* showed that the reliability coefficient of the test was 0.95. Then, by using *Spearman Brown's Prophecy formula*, it was found whole items (r_k) was 0.97. It can be stated that the test had a high reliability since the range of high criteria in the criteria of reliability was 0.90 – 1.00 (Hatch and Farhady, 1982:246).

In order to measure the content and construct validity, *inter-rater* analysis was used to make the reading test instrument more valid. The result of *inter-rater* analysis show that one of the rater disagreed with some item numbers, such as in item number 6, 8, 12, and 38; but since the 2 other raters agreed with those number items and the total percentage of those number items were 66.66% (>50%); thus, they were taken and considered valid.

RTT has increased the students' reading comprehension in all aspects of reading comprehension, such as determining main idea (19% increased), finding specific information (21% increased), inference (27% increased), reference (30%

increased) and understanding vocabulary (14% increased). Moreover, RTT mostly has increased the students' reading comprehension in reference aspect, in which their ability in that aspect increased significantly by 30 %.

The comparison between the total score of the pre-test and post-test has increased from 1416 to 2004, with the gain 18.96. The mean of the students' scores in the pre-test and post-test has increased from 45.67 to 64.64.

In testing the hypothesis, *Repeated Measure T-Test* is used and is also statistically tested by using statistical computerization (SPSS 17), in which the significance is determined by $p < 0.05$. Thus, there is a significant increase of the students' reading comprehension through RTT. In other word, H_0 is rejected and H_1 is accepted. Table 11 below serves the data of *Repeated Measure T-Test* in the pre-test and post-test.

Table 1. Increase of Students' achievement

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-18.96774	7.15301	1.28472	-21.59149	-16.34400	-14.764	30	.000

The observation sheet of teaching-learning process during by using RTT can be that the teaching learning process through RTT the students reading behaviors always focused on the teacher as much as possible, shared ideas with the others, applied the strategy in collaboration with the others. On the other side, the

students frequently made prediction before and during reading, used pictures clues and title for predicting, used word identification strategies, and could monitor comprehension/seek clarification and the students sometimes couldn't activate relevant background knowledge prior to reading, thought aloud during their reading, made questions about the important ideas in the text, concentrated on the content of the message, and answered the questions about they have read. Moreover, the students could rarely determine the most important idea what they read, summarize what they have been read and the students never make connections to real life.

The result of the interview show that there are 4 basic problems that the students have faced in teaching reading comprehension through RTT as follow: 1) Predicting : translating their predictions into English, making prediction relevant with title and picture clues and cannot activate relevant background knowledge prior to reading; 2) Questioning: making questions in English, finding the specific information of the text, their questions were grammatically incorret; 3) Clarifying: finding many difficult words on the text, getting difficulty to find the synonym of the words, and understanding unfamiliar words; 4) Summarizing: determining main ideas on the text, finding the specific informations of the text, using their own words for summarizing, and cannot summarize completely.

RTT is significantly useful in teaching reading comprehension because the students will concentrate on important ideas, rather than translate word meaning. The four instruction strategies of RTT force the students to be more critical. The

result of this research has shown that RTT is effective technique which can be used to increase the students' reading comprehension achievement.

According to Palinscar and Brown (1984), RTT refers to instructional strategy based on teacher modeling and guiding practice and students practicing reading task by taking turns leading and conducting in small group in order to bring the meaning to the text. There are four instruction strategies of RTT, namely: predicting, questioning, clarifying and summarizing. In RTT, the four instruction strategies are taught through discussion between teacher and students or students and students in whole class-instruction or small group activities. In the initial discussion, the teacher is the leader of discussion and the teacher gradually decreases her support and guidance after those four instruction strategies are taught, then the students take turns as discussion leader. Throughout these discussion, the teacher has applied modeling of those four instruction strategies when reading.

The result of observation and interview, it could be seen that the students faced several kind of problems in learning skills of reading comprehension through RTT. They faced the problems in doing the 4 instruction strategies of RTT, namely: predicting, questioning, summarizing, and clarifying. However, those all problems did not happen again for the second and third treatments, the class atmosphere was more active than the previous meeting. According to Billingsley and Wildman, (1998) cited in Yoosabai, (2009), students still needed explicit training and more practice when students used RTT. Furthermore, in using RTT, students might not be aware of the value of the reading strategy, of what strategies

to use and how and when to use the strategies (Yoosabai, 2009). It can be concluded that the students understood every strategy of RTT, they had known how and when to use the strategies in the second and third meeting when they had explicit training and more practice when they use RTT.

CONCLUSIONS AND SUGGESTIONS

The conclusions are drawn as follows: 1) RTT can increase the students' reading comprehension achievement in narrative text. It has been proved by the increase of the students' mean score from 45.67 (pre-test) to 64.64 (post-test), in which the gain is 18.96. RTT also has increased students' reading comprehension in all aspects of reading comprehension, such as determining main idea, finding specific information, inference, reference, and understanding vocabulary; 2) there are some problems faced by the students in learning reading comprehension through RTT in predicting, questioning, clarifying, and summarizing.

In reference to the conclusion above, some suggestions are given as follows:

a. To minimize the problems and make the learning activity through RTT run more effectively, some points that are suggested to the English teachers, as follows: 1) in predicting strategy, the teacher is suggested to help and guide the students in doing predicting; 2) in questioning strategy, the teacher is suggested to take more control of the students and explain how to use WH questions when they do the questioning strategy; 3) in clarifying strategy, it is important for the teacher to help the students in interpreting the meaning of the unfamiliar words because it will make them easier to understand the content of the text; 4) in summarizing

strategy, the teacher is suggested to guide the students to determine the main idea and find the specific information of the text in doing prediction.

b. Further researchers who want to apply RTT in the teaching reading comprehension are suggested to use another text types, such as: recount, descriptive, report text, etc. Moreover, further researchers must be able to manage time allocation effectively to give them enough time in doing the four instruction strategies of RTT.

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